



TUDLO MINDANAO PROJECT IMPACT STUDY

CONTRACTOR REQUEST FOR PROPOSAL

Peace Corps – Philippines (PC/P) seeks a contractor to conduct an two-year impact study of its Tudlo Mindanao Project, and education assistance program for conflict-affected areas of Mindanao, hereafter referred to as “the Project”.

I. BACKGROUND

PC/P and the United States Agency for International Development (USAID) initiated the first iteration of this project, then officially called “Education Assistance Program for Mindanao (Tudlo Mindanao)”, over four phases from February 2004 to September 2010. The Project targeted communities in three areas of Mindanao: Regions IX and XII, and ARMM. These communities were identified by USAID for the larger and broader-focused Education Quality and Access for Learning and Livelihood Skills (EQuALLS) 2 project. The Tudlo Mindanao Project collaborated with EQuALLS 2 to identify participants for most of its training programs and activities.

In 2010, PC/P and USAID decided to close the first iteration of the Project and replace it with a new portfolio of training interventions that more accurately addresses the current needs of the targeted regions. The programs of this participant training plan exclusively comprise annual English Language Camps (ELCs) each targeting a separate demographic audience: elementary teachers, high school teachers, and supervisors/school heads; and an annual “advanced-placement” ELC that provides advanced skills training for selected graduates of the ELCs for elementary and high school teachers.

The elementary and high school teacher participants and school heads/supervisors will all come from the same communities to achieve a comprehensive “tandem” approach to education and community development. Identification of these communities will take place during the first quarter of the first year of the project and be re-assessed at the beginning of the second year of the project. The impact study will begin with the start of the new program and last for its duration of two years. Please see Annex A for a list of communities in each region.



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II. PROJECT ACTIVITIES

PLANNING

Planning workshops will be held prior to the ELCs, either independently or concurrently. The participants will include the PCV and Mindanao teacher-trainer co-facilitators, the regional Tudlo Mindanao coordinators from DepEd in Regions IX and XII and the Autonomous Region of Muslim Mindanao. Prior to implementing the planning workshops, the project will collaborate with the regional DepEd offices to identify learning content that supports the competencies prescribed for the ELCs. During the planning workshops, the PCVs and Mindanao teacher-trainer co-facilitators will collaborate with the regional Tudlo Mindanao coordinators to design and update session plans covering competencies prescribed for each ELC demographic.

ENGLISH LANGUAGE CAMPS

English Language Camps for Teachers

Elementary and high school teachers will participate in separate ten-day camps. The content of the sessions will cover at least eight competencies, including five in English and one each in teaching methodology, ICT, and leading teacher trainings.

English Language Camp for Supervisors and School Heads

Participants will be selected from school heads (including head teachers), district supervisors, and division supervisors of teachers participating in the ELCs for elementary and high school teachers. The five-day workshop will include at least three competencies in English and three competencies in ICT, teacher evaluation, and strategic planning. The facilitators will model dynamic, learner-centered strategies for teacher-trainings.

Advanced-Placement English Language Camp for Teachers

Elementary and high school teachers that have successfully completed a previous ELC will participate in a five-day follow-on workshop. The content of the sessions will cover at least six competencies in English, teaching methodology, and ICT.

ENGLISH LANGUAGE CAMPS TIMELINE AND PARTICIPANT SUMMARY

Proposed Activity	Length	Dates ¹	Number of Participants		Participant Profile
			FY11	FY12	
English Language Camp (ELC-SSH)	5 days	Q2	40	40	Division supervisors, district supervisors, school heads
English Language Camp (ELS-ES)	10 days	Q3	90	50	Elementary school teachers
English Language Camp (ELC-HS)	10 days	Q3	60	90	High school teachers

¹ The US fiscal year begins in October. Therefore, FY11/Q1 is October to December, 2010. Q2 is January to March; Q3 is April to June; and, Q4 is July to September. FY12 begins October 1, 2011.

Proposed Activity	Length	Dates ¹	Number of Participants		Participant Profile
Advanced Placement English Language Camp (AP-ELC)	5 days	FY12/ Q1 ¹ FY12/ Q4	40	40	Selected graduates from the English Language Camps for elementary and high school teachers
Total Training Participants			230	220	

III. SCOPE OF THE IMPACT STUDY

The contractor will conduct the impact study over the course of the project until its conclusion in September, 2012. The impact study will include the design and validation of pre- and post test measurement tools. At the half-way mark (one year into the project), it will conduct a preliminary evaluation. The final study will analyze the direct impacts and outcomes of all project activities, including the cultural exchange impact of Peace Corps Volunteers. It will also provide Peace Corps with recommendations on how to build and improve upon these impacts. The study will utilize standard research techniques, including sampling, focus groups, key-informant interviews, surveys, pre-/post tests and other M&E tools jointly designed with DepEd, and classroom observations. The contractor for the impact study will collaborate with the Project and DepEd to develop all measurement tools, including pre-tests and post-tests, which will be administered by the Project to the participants to create baseline data for measuring the outcomes. The contractor will manage the data throughout the two years of the project. The anticipated results of the programs of this Project are as follows:

ELCs for Elementary and High School Teachers Outcomes

- a. 75% of participants demonstrate confidence in using English for communicating and teaching
Measurement tools: Questionnaires, interviews, observation
- b. 75% of participants demonstrate increased competence in using English for communicating and teaching
Measurement tools: Pre- and post tests, classroom observations, interviews
- c. 75% of participants demonstrate appropriate and effective utilization of TM teaching activities and methods in their classrooms
Measurement tools: Classroom observation, interviews with supervisors
- d. 75% of participants are appropriately integrating TM supplemental teaching resources
Measurement tools: Classroom observation, interviews with supervisors

ELCs for Supervisors and School Heads Outcomes

- a. 75% of participants demonstrate increased competence in using English for professional and technical purposes

¹ The first AP-ELC will be held to coincide with DepEd's scheduled In-Service Training at the end of October, which places it in FY2012. The second AP-ELC must be completed before the end of the project, and therefore will be held in the last quarter of FY2012.

Measurement tools: Pre- and post tests, examples of grant proposals, reports, other materials the school head or supervisor has produced since the training

- b. 75% of participants are employing alternative teacher assessments

Measurement tools: Observation, interviews

- c. 75% of participants are employing TM strategies in planning and coordinating with school administrators

Measurement tools: Observation, interviews

- d. 75% of participants are designing dynamic, interactive, learner-centered teacher training activities

Measurement tools: Observation, interviews with participants, interviews with teachers

Advanced-Placement ELCs for Teachers Outcomes

- a. 75% of participants demonstrate increased competence in using English for professional and technical purposes

Measurement tools: Pre- and post tests, examples of grant proposals, reports, training designs and other materials the teacher has produced since the training

- b. 75% of participants are designing dynamic, interactive, learner-centered teacher training activities

Measurement tools: Observation, interviews with participants, interviews with teachers

Project Outputs

- a. At least 290 teachers / educators trained with USG support
- b. At least 80 teachers / educators receive follow-on training
- c. At least 80 administrators and officials trained
- d. At least 450 teaching and learning resources provided with USG assistance
- e. At least 50 schools supported
- f. Approximately 25,000 pupils supported (indirectly)

IV. OVERVIEW OF THE TASKS

At awarding of contract

- a. The contractor will appoint a senior researcher (SR), who will be the lead point of contact for the duration of the impact study. Working with the Tudlo Mindanao Lead Project Specialist, the SR shall perform the following tasks:
- b. Participate in-person or by telephone in an initial meeting with the Project staff to review the impact study objectives and timelines.
- c. Review Project documents, including the scope of work, historical training materials, impact study reports, and other relevant materials.
- d. Develop a research methodology for review and approval by the Project staff.

Within two months after awarding of contract (before February 20, 2011)

- e. In coordination with the Regional Offices of the Department of Education, develop all measurement tools, including pre-tests and post tests, classroom observation rubrics, and questionnaires, for review and approval by the Project staff.

- f. Develop a detailed logistics plan for the two-year duration of the impact study, including all field work, the hiring/training of interviewers/enumerators, and travel to various sites. The contractor assumes costs for all travel, per diem, and accommodations, which shall be included in the contract's firm fixed-price.

Within nine months after awarding the contract (before August 30, 2011)

- g. Hire local enumerators to conduct surveys, interviews, and focus-group discussions at designated Project beneficiary sites. Enumerators shall be fluent in English, Filipino, and at least one of the local languages spoken in the target regions. (e.g., Bisayan, Illongo, Tausug, Maguindanaon)
- h. Train and supervise local enumerators such that the enumerators are able to conduct study interviews in a confident and friendly manner.
- i. Manage pre- and post-test data results.

At the one-year mark of the Project's programs (before October 30, 2011)

- j. Using multiple research tools and data, conduct a preliminary evaluation of the Project's training programs.
- k. Analyze the data and provide the Project with a progress report that includes recommendations (if any) for programmatic updates.

From the eighteen-month mark of the Project's programs (April 1 – August 30, 2012)

- l. Conduct informational interviews with Philippines Department of Education and key partner officials identified by the Project.
- m. Encode all research data in electronic format.
- n. Conduct debriefing meetings with the Project and PC/P staff after the pilot interviews and at the completion of all the field work.
- o. Produce a first draft of the project report and submit to the project for review and feedback.
- p. Produce six copies of a final project report in English. The report shall include an executive summary, a description of the methodology, a detailed analysis of the study findings, conclusions and recommendations, a discussion of the aspects of the research that worked well, and recommendations for next steps.
- q. Upon submission of the final draft report to the Project, the impact study team is required to make a presentation in Manila (factor travel cost in your budget) before an audience comprising the Project staff, stakeholders, and counterparts. The SR is expected to do the presentation.

The Contractor shall work in his/her own workspace and with his/her own telecommunications equipment.

The Project will provide the following:

- a. Project scope of work, all training materials as they are developed, background information on the Project, previous impact study reports, a template questionnaire for measuring cross-cultural impact of the PCVs, and other relevant documents;
- b. A complete list of participating schools and communities (Appendix A) and potential interview participants (Appendix B); A list of key partner and Philippine Department of Education officials for interviews;

All documents, unless otherwise specified, will be provided in English.

V. QUALIFICATIONS OF THE CONTRACTOR

The Contractor for the project impact study shall have demonstrated social research experience, research team selection and management skills, and the academic preparation to carry out the project field work in a timely, efficient and quality manner.

Specific qualifications are described below:

- a. Demonstrated experience in implementing social research projects;
- b. Experience conducting field interviews and using survey instruments in evaluative studies;
- c. Experience selecting, training and managing field staff;
- d. Education – Master’s Degree in Education Technology, Linguistics, Sociology, Psychology, Anthropology or other related fields;
- e. Knowledge of the Philippines’ educational system and familiarity with teacher training programs
- f. Flexibility and ability to work under a wide range of field conditions, including in conflict areas
- g. Experience writing quantitative and qualitative research/evaluation reports.
- h. Language – Native-level fluency in both written and spoken English (American) and Filipino is required. Advanced comprehension in Bisayan and at least one local language of the target areas of Mindanao (e.g., Tausug) is preferred.
- i. Must be able to travel throughout Mindanao on multiple overnight trips.
- j. Must have proficient computer skills.
- k. Previous experience evaluating international-organization-funded projects in Mindanao a plus.

VI. PERIOD OF PERFORMANCE

The period of performance shall be from December 15, 2010, to September 30, 2012.

VII. PAYMENT SCHEDULE

The following payment schedule will be used:

- | | |
|---|-----|
| a. Part 1 – Within 30 days of award of contract | 10% |
| b. Part 2 – Within 30 days of acceptance by PC/P of the pre- and post-tests | 10% |
| c. Part 3 – Within 30 days of acceptance by PC/P of the interim progress report | 25% |
| d. Part 4 – Within 30 days of conclusion of fieldwork/interviews for final report | 30% |
| e. Part 5 – Within 30 days of acceptance by PC/P of the final impact study report | 25% |

NOTE: ALL PAYMENTS WILL BE MADE IN PHILIPPINE PESOS VIA ELECTRONIC FUNDS TRANSFER WITHIN 30 DAYS OF SUCCESSFUL COMPLETION OF EACH PART STATED ABOVE.

VIII. PROPOSAL

By 4:30 p.m. on November 29, 2010, Peace Corps – Philippines invites interested Contractors to provide a proposal in English that includes:

- a. Contractor qualifications and prior experience to meet requirements found in “Section V. Qualifications of the Contractor” (p. 6) with CVs of key personnel;
- b. Proposed research work plan, all interviewers’ qualifications and training plan, implementation work plan and timeline;
- c. Sample of recently-published or contracted evaluation report;
- d. Clear and detailed budget, including a breakdown of compensation for the SR, all key personnel, costs for each activity, all transportation, meals, lodging, and other costs (e.g., copying)
- e. Total firm-fixed price for fulfilling the contract as described herein;
- f. Breakdown of costs for interviews, compensation for the Senior Researcher and interviewers, cost for transportation, meals and lodging, and other costs (e.g., copying).

IX. IMPACT STUDY FACTORS FOR AWARD

Peace Corps – Philippines anticipates awarding a firm, fixed-price contract resulting from this solicitation, to the candidate whose offer conforms to the solicitation and will be most advantageous to Peace Corps considering price and other factors. Peace Corps – Philippines will use the following factors, listed in the order of importance, to evaluate offers:

- a. Qualifications of the key personnel (senior researcher) as defined in Section V;
- b. Technical approach as detailed in the research work plan;
- c. Competitive bid with a detailed budget (award amount not to exceed PhP720,000.00)

Interested parties may contact Richard Higgins, Lead Project Specialist, at (02) 833-6420, loc. 405, with questions at any time prior to the November 29, 2010, deadline. Proposal documents shall be written in English and submitted in electronic format only no later than 4:30pm on November 30, 2010, to rhiggins@peacecorps.gov.

ANNEX A

Complete List of Participating Schools by Region and Division

Division	District	Schools	2011 Participants	2012 Participants
Region XII				
South Cotabato (Tupi, Banga)	Division Education Supervisor (English)	Polonuling CES (incl. principal) Lampari ES (incl. principal) Lambingi ES Simbo NHS – Polonuling Annex Lampari NHS – Banga Annex (incl. principal) Malaya NHS – Banga Annex	ES (4) HS (3) S/SH (2) AP (2)	ES (2) HS (4) S/SH (2) AP (2)
North Cotabato (Alamada, Tulunan)	[N/A]*	Bao CES (incl. principal) Minapan ES (incl. principal) Kitub-Bao NHS Minapan HS	ES (3) HS (2) S/SH (1) AP (1)	ES (2) HS (3) S/SH (2) AP (2)
Sarangani (Alabel, Malungon)	Division Education Supervisor (Science)	PH Millona CES (incl. principal) Maribulan ES (incl. principal) Alabel CES Malungon CES Malungon Gamay NHS Alabel NSHS	ES (4) HS (2) S/SH (2) AP (2)	ES (2) HS (4) S/SH (2) AP (1)
Sultan Kudarat (Bagumbayan, Lebak)	East Lebak Division Education Supervisor (English)	Mindeva Sison ES Busok ES Bolibak (Bolebac) ES F. Parohinog ES Bagumbayan NHS (incl. principal) Palimbang NHS (incl. principal) Purikay NHS	ES (4) HS (3) S/SH (2) AP (2)	ES (2) HS (4) S/SH (2) AP (2)
Cotabato City	[N/A]*	Cotabato City CPS (incl. principal) J. Marquez ES Don E. Sero ES (incl. principal) J. Marquez NHS Cotabato City NHS – Main campus	ES (3) HS (2) S/SH (1) AP (1)	ES (2) HS (3) S/SH (1) AP (1)

* The district supervisor will not participate in the ELC-SSH

Division	District	Schools	2011 Participants	2012 Participants
Koronadal City	Koronadal West II Division Education Supervisor (Math)	Koronadal CES-II Carpenter Hill ES Marbel I CES (incl. principal) Saravia NHS Koronadal NCHS (incl. OIC)	ES (3) HS (2) S/SH (2) AP (2)	ES (2) HS (3) S/SH (1) AP (2)
Kidapawan City	Division Education Supervisor	Amazion ES Mua-an ES (incl. principal) Kidapawan City Pilot ES Kidapawan City NHS Amas NHS	ES (3) HS (2) S/SH (1) AP (1)	ES (1) HS (3) S/SH (1) AP (1)
Tacurong City	[N/A]*	Tacurong Pilot ES Kalangadan ES (incl. principal) Josue Alacasid ES Tacurong NHS Virginia F Grino MNHS (incl. principal)	ES (3) HS (2) S/SH (1) AP (1)	ES (1) HS (3) S/SH (1) AP (1)
General Santos City	[N/A]*	Lagao CES (incl. principal) J. Catolico ES Dad. South CES Fatima NHS (incl. principal) Buayan NHS	ES (3) HS (2) S/SH (1) AP (1)	ES (1) HS (3) S/SH (1) AP (1)
Autonomous Region of Muslim Mindanao				
Lanao del Sur I-A (Wao, Poona Bayabao)	Kili-Kili	Ragayan CES Kili Kili CES Wao CES Kili Kili NHS Poona Bayabao NHS	ES (3) HS (2) S/SH (1) AP (1)	ES (2) HS (3) S/SH (1) AP (1)
Lanao del Sur I-B (Ditsaan-Ramain, Bubong)	Ditsaan Ramain II	Buayaan (Buayan) ES Barimbingan ES Panalawan (Montian) CES Adiong MNHS Datu Maimintal Adiong MNHS	ES (3) HS (2) S/SH (1) AP (1)	ES (2) HS (3) S/SH (1) AP (1)
Lanao del Sur II-A (Binidayan, Bayang, Lumbatan)	Lower Bayang	Damdamin CES Macadar CES Timbangan CES Mauryag Papandayan NHS Andong NHS	ES (3) HS (2) S/SH (1) AP (1)	ES (2) HS (3) S/SH (1) AP (1)

* The district supervisor will not participate in the ELC-SSH

Division	District	Schools	2011 Participants	2012 Participants
Lanao del Sur II-B (Ganassi, Malabang)	Ganassi	Mauyag (Memo) CES Ganassi CES Mananayo NHS Ganassi NHS	ES (3) HS (2) S/SH (1) AP (1)	ES (2) HS (3) S/SH (1) AP (1)
Marawi City	Angoyao	Bai Inomba ES Marawi Central Pilot ES (incl. principal) Angoyao NHS Racman Pimping MD NHS	ES (3) HS (2) S/SH (2) AP (2)	ES (2) HS (3) S/SH (2) AP (2)
Maguindanao (Buluan, South Upi)	[N/A]*	Datu Yusef (Datu Yussef Paglas) ES Guila Guila ES South Upi NHS (incl. principal) Buluan NHS	ES (2) HS (2) S/SH (1) AP (1)	ES (2) HS (3) S/SH (1) AP (1)
Shariff Kabunsuan [Maguindanao II] (Parang, Datu Odin Sinsuat)	Parang South	Sarmiento CES Broce CES Amir Bara NHS Sarilikha NHS	ES (2) HS (2) S/SH (1) AP (1)	ES (2) HS (2) S/SH (1) AP (1)
Basilan (Maluso)	[N/A]*	Maluso CES Port Holland ES (incl. principal) Maluso NHS (incl. principal)	ES (2) HS (1) S/SH (2) AP (1)	ES (1) HS (2) S/SH (2) AP (1)
Lamitan City	Lamitan East	Jose Rizal ES Colony CES Lamitan NHS Luuk NHS	ES (2) HS (2) S/SH (1) AP (2)	ES (2) HS (2) S/SH (1) AP (1)
Sulu-I (Jolo)	[N/A]*	Jati ES (incl. principal) Bakud ES Jolo NHS	ES (2) HS (1) S/SH (1) AP (1)	ES (1) HS (2) S/SH (1) AP (1)
Sulu-II (Panamao)	Panamao	Tiptipon ES Libug Kabaw ES Panglima Estimo NHS	ES (2) HS (1) S/SH (1) AP (1)	ES (1) HS (2) S/SH (1) AP (1)
Tawi-Tawi (Bongao)	Bongao II	Pagasinan (Pangasinan)ES Pababag ES Tongsinah ES Pagasinan (Pangasinan) NHS	ES (3) HS (1) S/SH (1) AP (1)	ES (1) HS (3) S/SH (1) AP (1)
Region IX				

* The district supervisor will not participate in the ELC-SSH

Division	District	Schools	2011 Participants	2012 Participants
Pagadian City	[N/A]*	San Pedro ES Sta. Lucia ES San Pedro NHS (incl. principal) Sta. Lucia NHS (incl. principal)	ES (2) HS (2) S/SH (1) AP (3)	ES (2) HS (2) S/SH (1) AP (3)
Dipolog City	[N/A]*	Linabo ES Linay ES Virginia ES Sto Nino ES Dicayas ES Sta. Cruz ES Minaog ES Pamansalan NHS (incl. principal) Sicayab NHS (incl. principal) Upper Dicaayas Integrated School (incl. principal) Dipolog City NHS (incl. principal) Zambo. Norte NHS- Turno Annex (incl. principal)	ES (7) HS (6) S/SH (3) AP (3)	ES (5) HS (6) S/SH (3) AP (3)
Dapitan City	[N/A]*	Oro ES Napo ES Silinog ES Aliguay ES San Francisco ES Yabo ES Oro NHS (incl. principal) Baylimango NHS (incl. principal) Sumangon NHS Ilaya NHS Potungan NHS (incl. principal) Barcelona NHS (incl. principal) Aseniero NHS	ES (6) HS (7) S/SH (3) AP (2)	ES (6) HS (7) S/SH (3) AP (2)

* The district supervisor will not participate in the ELC-SSH

Division	District	Schools	2011 Participants	2012 Participants
Zamboanga del Norte (Sindangan, Sergio Osmeña, Gutalac, Salug, Jose Dalman)	Sindangan Central Sergio Osmeña North Sindangan Gutalac Salug II Ponot (Jose Dalman)	Nato ES	ES (15)	ES (2)
		Sto. Nino ES	HS (2)	HS (12)
		Madalum ES	ALS* (3)	ALS (2)
		Bitoon ES	S/SH (6)	S/SH (6)
		Larero ES	AP (5)	AP (5)
		Sto. Rosario ES		
		Guisokan ES		
		Bago ES		
		Motibot ES		
		Dagohoy ES		
		Lower Inuman ES		
		Maras ES		
		Talinga ES		
		Datagan ES		
		Dumacogtog ES		
		Sindangan NHS		
		Liloy NHS		
		Siari NHS		
		Mamawan NHS		
		Bacong NHS		
		Ponot NHS		
		Ramon Magsaysay NHS		
		Siayan NHS		
		Maras NHS		
		Salug NHS		
		Bacongan NHS		
		Dumalugdog NHS		
		Sindangan Central (ALS)		
		Sergio Osmeña I (ALS)		
		North Sindangan (ALS)		
		Gutalac District (ALS)		
		Salug II (ALS)		

* ALS teachers will participate in the ELC for High School Teachers

APPENDIX B

List of Partners and Stakeholders

Individual	Definition
<i>Partners/Counterparts</i>	<ul style="list-style-type: none">• Regional, division, district, and school-level Department of Education officials• Mindanao co-facilitators of Project programs and activities• Peace Corps Volunteer facilitators of Project programs and activities
<i>Beneficiaries</i>	<ul style="list-style-type: none">• Participants in Project programs and activities• Other teachers and pupils at schools from which program participants have come

APPENDIX C

Tudlo Mindanao Calendar of Training Events

Activity	FY2011												FY2012											
	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
Planning																								
ELC for EST																								
ELC for HST																								
ELC for S/SH																								
AP-ELC																								
M&E																								
Impact Study																								